

NATIONAL CONGRESS BULLETIN

AUGUST 1945

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 12, NO. 11



MONTHLY MEMO

To: LOCAL PRESIDENTS

From: HONOLULU, HAWAII

LAST month and the month before last, you will recall, I wrote you from San Francisco. Last month I told you that I was awaiting orders to sail for Hawaii but in the meantime was again attending various meetings of the San Francisco Conference. Now, at last, I'm in Honolulu!

• Education at the San Francisco Conference •

From all over this country parent-teacher groups in local associations, in councils and districts, and in state organizations petitioned the Department of State and our own U.S. delegates at the Conference to include in the charter some form of international organization that might help the countries torn by war to rebuild their educational systems and aid all nations in the use of education as a great force for peace. The National Congress of Parents and Teachers, therefore, joined with other educational organizations in furthering an important part of our own national program for international cooperation, and your representatives at San Francisco added their efforts to those of the other educational consultants in advancing this cause.

• William G. Carr, consultant for the N.E.A., and Ben M. Cherrington, associate consultant; George F. Zook of the American Council on Education, and Rufus Wells, associate consultant; and several other well-known educators serving as either consultants or associate consultants took the lead in these efforts. Your own consultant and her associates worked with them constantly. For a time it appeared that we might not be successful in getting the support of the whole U.S. delegation. Then a group of consultants representing business, labor, and agriculture joined with the consultants in education, and the victory was won to the extent that the U.S. delegation accepted, as an amendment to the proposed charter, the following sections of Article 58 in Chapter IX, International Economic and Social Cooperation:

"With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations, based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

"B. Solutions of international economic, social, health, and related problems; and international cultural and educational cooperation."

This opens the way for a future conference devoted to educational problems on an international scale and to the establishment of some educational agency as an integral part of the Economic and Social Council. We have played our part in the liberalizing and strengthening of the original proposals and in providing an opportunity for building, in the years ahead, international cooperation along the many lines that relate to the welfare of children and youth.

• From the first sessions of the San Francisco Conference to the last, the National Congress of Parents and Teachers was well represented. I told you previously that we had two associate consultants, and when, toward the end, some of us had to leave for other duties, we asked Mrs. George Bowman of San Francisco, president of

P.T.A. MEMBERSHIP

NOW 3,487,138

Alabama	89,112
Arizona	14,963
Arkansas	59,413
California	472,979
Colorado	58,685
Connecticut	35,798
Delaware	6,870
District of Columbia	23,013
Florida	92,330
Georgia	76,517
Hawaii	6,217
Idaho	15,071
Illinois	233,271
Indiana	97,134
Iowa	63,514
Kansas	64,680
Kentucky	58,102
Louisiana	28,725
Maine	8,269
Maryland	22,930
Massachusetts	39,481
Michigan	119,535
Minnesota	71,202
Mississippi	26,938
Missouri	98,143
Montana	12,115
Nebraska	33,417
Nevada	2,923
New Hampshire	5,305
New Jersey	136,647
New Mexico	6,958
New York	125,398
North Carolina	112,255
North Dakota	16,002
Ohio	250,755
Oklahoma	60,045
Oregon	41,551
Pennsylvania	165,977
Rhode Island	14,624
South Carolina	22,562
South Dakota	13,231
Tennessee	101,053
Texas	198,227
Utah	33,549
Vermont	10,692
Virginia	68,046
Washington	72,582
West Virginia	51,001
Wisconsin	41,637
Wyoming	4,752
War Relocation Projects	
Amache (Colorado)	470
Butte High School (Arizona)	822
Canal Elementary School (Arizona)	554
Manzanar (California)	784
Poston III (Arizona)	312
Total	3,487,138

(continued on page 2)

"GET SET FOR TOMORROW — GO TO SCHOOL NOW"

IT'S almost time for school to start—and that means we must begin our 1945 Go-to-School campaign with increased energy. The slogan for the drive, "Get set for tomorrow—go to school now," is even more important this year than before. The national picture has changed a bit, but the essential needs of our youth remain the same.

We have an optimistic note that gives added impetus to our autumn drive this year. Following the Go-to-School campaign of 1944, the decline of high school enrollment slowed down for the first time in four years! Undoubtedly the support of P.T.A. action in the community made a real contribution to this reduced figure, although the actual effect of the effort cannot be truly measured. At any rate, the outlook is cheerful. We must continue to make the most of every opportunity to help our youth derive full benefit from our schools.

Many boys and girls are now working in jobs that make no direct contribution to the war or to the development of the young worker. Some are working in violation of child labor laws. Almost all are working for wages that cannot be duplicated in the postwar era. The strength of the nation will be threatened by a waste of school opportunities and the careless use of our "youthpower." The P.T.A. can lead the way in remedying a situation that affects both our young people and the nation as a whole.

BUDGET ITEM

- When you are budgeting money this fall for reading and source materials, please do not forget to include several subscriptions to *National Parent-Teacher, the P.T.A. Magazine*. If your state bulletin is on a subscription basis, be sure to include it too. These two are the only state and National periodicals published monthly to promote the objects for which your association is organized.

Put them first on your list when you begin to spend parent-teacher funds for literature that will be useful and helpful to your members.

(continued from page 1)

the Second District of the California Congress, to serve also. As a matter of fact, no other group had better or more continuous representation from the beginning to the end of the Conference.

And So to Hawaii

Eventually the day came when your president was to report to a certain dock and embark for Hawaii. The trip was a memorable one for many reasons; it was certainly a real taste of wartime travel. Because of various difficulties we were sixteen days making a crossing that the larger liners used to make in four or five days, and our freighter was heavily laden with both war matériel and human cargo.

However, we did reach Honolulu finally, though too late for the conference of the Hawaii branch. Much of the glamour of the old-time prewar arrivals was missing, but your president was met by several members of the Hawaii Congress, headed by Mrs. Harold St. John, the president, and was soon draped with beautiful leis in the true traditional style.

Now I have been here about two weeks and have been learning things practically every minute of every day. I have seen thousands and thousands of our boys from the mainland as they pause here for long or short periods. I have seen Pearl Harbor, some of the airfields, hospitals, housing units where civilian workers are living, USO centers, and Waikiki Beach. I have even met a few of the boys from home and learned from them that there are many things about which they would like to write in their letters home but which cannot be written now.

● I have enjoyed and am continuing to enjoy the marvelous and gracious hospitality of this lovely part of our country—a hospitality in which people of many racial backgrounds are sharing. There have been glimpses of the old Hawaii of the long ago—the prewar years—and of the many problems of today that have come with the war. December 7, 1941, is a date that is never forgotten for a moment here. Only now are they beginning to remove the bomb shelters from school grounds, parks, and private yards and almost everyone tells you of the preparations that were made and services that were given while working under the OCD.

There is in Hawaii a tremendous demand for workers because the population of the whole Territory is not great and it is divided among a number of islands. Men, women, and children have worked as never before and as we hope they need not work much longer. Workers have been imported from the mainland in great numbers and of course housing is scarce. Schools and other public buildings have had to be used by the military, and all of them have not yet been restored to civilian use.

● All these unusual conditions have had their effect on volunteer services, and I cannot find words to express my respect and admiration for our leaders here who have carried on in spite of the problems they have had to face. It is our great hope that before long, normal conditions may return and we may come together more frequently to learn from each other's experiences and to work toward common ends in a closer comradeship.

A night or two ago a reception was given in honor of your president, with real Hawaiian entertainment. I wish that it might be repeated at a National convention and that we all might learn to sing the lovely Hawaiian melodies. A group of men and women singers from Panoa School, under the leadership of Mrs. Kaleikau, music chairman, provided most of the entertainment. The women were dressed in their *holokus* (long native dresses of flowered materials), with flowers in their hair and leis around their necks. Girls and boys from the school sang, played, and danced. You would have loved it all, as I did.

● The problems of the Hawaii Congress are many. The larger islands are quite distant from one another, and priorities to travel between them are not easy to obtain. Thus not only is the Hawaii Congress cut off from the mainland but the islands themselves are widely separated. Yet the interests of these P.T.A. members are those we all have—how to create a better parenthood and a better preparation for parenthood; how to protect children from the hazards of wartime conditions; how to find places to live; how—as individuals—to get time for shopping and housekeeping while holding down jobs (everyone who has something to contribute is practically drafted for employment); and how to continue important and necessary work for children and youth that must have public support and volunteer help.

(continued on page 3)

(continued from page 2)

- One inevitable result of wartime conditions and wartime restrictions has been a general feeling of isolation from the rest of the nation. Your president has assured our Hawaii members that we think of them constantly and want to strengthen the ties of unity between the Islands and the mainland.

It is a wonderful experience to realize that the things for which the parent-teacher organization stands know no difference of race or place, but are representative of the best desires of all good parents and all good citizens whatever their racial background or geographic location.

* * *

The work of our whole National organization has been progressing well, even though the president has been in the National Office much less frequently than usual during the past three months. All our officers are sharing in the many types of service we render. The office staff is extremely competent and faithful, and the president keeps in as close contact as possible with them at all times.

I hope you are finding time for recreation as well as work this busy summer.

Aloha!



Muriel A. Hastings.
President
National Congress of Parents and Teachers

STUDY PROGRAMS FOR P.T.A.'S

NEVER have the needs of parents been more urgent than they are today. Despite our increased awareness of the need for stability in the home, we are faced with the unpleasant fact that war conditions have surrounded many children with environments of extreme insecurity. Many two- or three-year-olds have not yet seen their soldier fathers. Young mothers, working in industry, have often been forced to board their children in undesirable homes. Some parents have become callous and neglectful under the strain of the chaotic times. Migratory workers have shunted their families across the country, allowing them to live under makeshift conditions. Many adolescents without parental discipline have become community delinquents.

With these things in mind, *National Parent-Teacher*, the P.T.A. Magazine, offers with real sincerity of purpose two new study programs for 1945-46: "The Precious Preschool Years" and "The Family Builds the Future."

The Precious Preschool Years

Whether you're the mother of a small toddler or the father of a sturdy five-year-old, you'll find the answers to many of your questions in "The Precious Preschool Years." What happens to a child before he's two years old; how to choose the right toys and books for tiny tots; smoothing the way for the first day at

school—these and many other interesting topics are a part of this new preschool study course. It will be helpful in building the monthly P.T.A. programs of any unit and can be literally the "theme song" of all preschool sections. Plan now to take full advantage of this tangible help in molding the life patterns of your children throughout their "precious preschool years."

The Family Builds the Future

"The Family Builds the Future" is a study course for 1945-46 that will not only serve the needs of parent education groups but will supply timely topics for discussion at regular association meetings. Why is it important for parents and teachers to work as partners? How can we make peace as compelling and dynamic an adventure as war? What are some ways to smooth the transition into the postwar era? How can we build initiative, responsibility, and cooperation in our children? What are the attitudes that will help people of different races and religions to live harmoniously together?

These are among the many pertinent topics covered in the 1945-46 study courses. A \$1.00 annual subscription to the *National Parent-Teacher* will bring you these valuable study aids. For further information and leaflets publicizing the courses, write to the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

An Intelligent American's Guide to the Peace

The failure of past peace conferences cannot be attributed to statesmen alone. The peoples whom they represented were also to blame because they did not know the essentials involved. If the coming peace is to be a genuine and enduring one, the peoples of the world must prepare for it now by preparing themselves.

Parent-teacher members and especially chairmen of citizenship and international relations committees will find a wealth of information in *An Intelligent American's Guide to the Peace*, a book published recently under the general editorship of Sumner Welles, former Secretary of State. It contains pertinent and enlightening facts about every important nation and also about every dependent country, whose inhabitants have a genuine stake in the coming peace.

The book also contains fifty simple, informative maps that serve as visual aids, making the volume not only a guide to the peace but a simplified atlas of the world.

Parent-teacher groups that are budgeting money for the purchase of books for libraries will do well to add this excellent title to their lists. The price is \$3.75. It can be ordered from the Dryden Press, 386 Fourth Avenue, New York 16, New York.

"How much of our membership dues goes to the National Congress?

The National Congress receives only five cents for each member, no matter what your dues are locally. The remainder of the total amount collected is divided between the state branch and the local association in accordance with state and local bylaws.

• The National Congress of Parents and Teachers is the only organization that gives power, prestige, vitality, and significance to the letters P.T.A. Without its organized guidance, its constructive program of work, its supporting national contacts, and its established place in the affairs of the nation, the letters P.T.A. would not mean the same to your school or your community.



WHAT OUR CONGRESS PARENT-TEACHER GROUPS Are Doing

Achievements of a Rural P.T.A.

Having almost quadrupled its membership in the current year, the Tonto Basin P.T.A., Gila County, Arizona, has an astonishing number of worth-while projects to its credit. The forty-eight members have contributed money and labor toward the renovation of the school building. They have inaugurated and conducted a nondenominational Sunday school—there being no churches in the district. They have worked closely with the local 4-H Club, have organized several parent education discussions, and have held classes in manners and social graces for the children of the community.

Thirty-Five Per Cent Increase in Membership

P.T.A. units in Sapulpa, Oklahoma, can well be proud of their 35 per cent increase in membership this year, for their roll of 1,254 men and women comprises one tenth of the town's entire population!

Four units have sponsored hot lunch programs, all of which are operating successfully. One of these units, the Woodlawn P.T.A., has equipped a new lunchroom this year. A large vacant room under the school auditorium was piped for plumbing, wired for electricity, finished with suitable woodwork, and painted—all with labor donated by the men members.

Two money-making events furnished the \$400 expended for materials and equipment. For five months an average of 175 school children have been served noon meals in their new lunchroom.

Mrs. J. Ross Thompson, president of the Sapulpa Council, also writes of an outstanding improvement in the programs of all units this year. Members have participated actively in programs emphasizing community problems, and each unit has devoted at least one meeting to a discussion of plans for a world organization.

You can subscribe to the *National Parent-Teacher* by sending check or money order for \$1 to:

National Parent-Teacher
600 South Michigan Boulevard
Chicago 5, Illinois

After Discussion—Action!

For the last several months the *Bulletin* has been keeping its readers informed about what P.T.A.'s all over the country are doing to arouse community interest in postwar international security. The January issue, for example, contained a letter from Mrs. W. C. Cate, president of the Chattanooga Council of Parent-Teacher Associations, telling of her council's plans to hold a community-wide panel discussion of this all-important subject at the February Founders Day meeting.

Fruitful indeed were the results, writes Mrs. G. P. Hatchett, corresponding secretary of the council. After the discussion the group drew up a resolution that embodied their collective thinking. Not content with simply clarifying their ideas to their own satisfaction, they mimeographed the document and sent copies to Secretary of State Stettinius, to the Public Liaison Division of the State Department, to Tennessee congressmen, and to the Educational Policies Commission, as well as to the presidents of the National and the Tennessee Congress, the state bulletin, and all Chattanooga newspapers.

- Here is the resolution:

Whereas, World War II has threatened the structure of democratic society and the peace and security of nations, and

Whereas, the agencies established in the past were unable to prevent World War II and to establish international harmony, and

Whereas, world peace and international security were unobtainable on the political and economic exchanges between nations during the interval between the two wars of this generation, and

Whereas, the United Nations at the close of this war will necessarily be faced with problems of peace and rehabilitation at home and abroad;

Therefore Be It Resolved, that we, the Chattanooga Council of Parent-Teacher Associations, with a membership of eighty-five hundred, do hereby recommend that there be established an international agency for education, that this agency be incorporated in whatever international structure may be established between nations after World War II, and

Resolved, that children of all lands be taught intercultural concepts selected to show that man can establish peace only through cooperation, communion, communication, and a sympathetic understanding of the world's social and cultural heritage, and

Resolved, that immediate attention be given to forming a committee or council on educational policy and that this council be instructed to plan intelligently the instruction of youth in all countries during the war and thereafter, to the end that attitudes of friendliness and cooperation be engendered in the coming generation, and

Resolved, that this council serve as a forerunner or planning agency for a permanent international agency for education.

"A Grass-Roots Outfit"

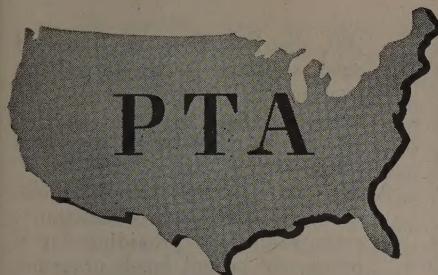
Not only does the California Congress have well over 450,000 members but it also has a state men's membership committee with an energetic chairman, G. M. Hoyt. Writing in the *Ninth District Courier*, Mr. Hoyt proudly reminds us that we are, all three and a half million of us, a "grass-roots outfit" because we are organized in the public schools, and the schools are the roots of our national community life.

"The P.T.A. is a grass-roots organization, and it is set up to function quickly and effectively. It is an unparalleled example of democracy working like a charm."

He illustrates: "Suppose the legislature is in session and a bill detrimental to children is liable to be enacted into law. The state chairman of legislation is acutely sensitive to the climate of opinion among the legislators. It becomes evident to her about ten o'clock one morning that certain of the legislators ought to know how the 'grass roots' feel about this particular bill."

He goes on to explain how the state chairman telephones the state president, who in turn quickly communicates with district presidents. They get in touch with the council presidents, and so on down until each local president has called all her room mothers. "And when room mothers get to work you know very well that the 'grass roots' have not only been reached; they have been literally saturated with information and with directions as to what to do."

Northwestern University at Evanston, Illinois, invited the editor of the *National Parent-Teacher* to its campus this summer to teach a class in adult education. Mrs. Grant's experience as a visiting professor has given her first-hand knowledge of many of the current problems facing parents and teachers.



Legislation PROGRAM FOR 1945-46

ADOPTED BY THE EXECUTIVE COMMITTEE OF THE NATIONAL
CONGRESS OF PARENTS AND TEACHERS, MAY 1945

I. POLICIES

1. Local Control

In all Federal child welfare legislation we recommend the inclusion of provisions that will insure maximum local control.

2. Federal Grants-in-Aid

In all Federal grants-in-aid to states we support provisions that will place their administration in whatever regularly constituted Federal, state, and local agencies are best qualified, in their respective fields, to administer them.

3. Education

We believe that the integrity of our free public school system should be maintained and strengthened. To that end we support the policy that any or all programs of an educational nature to be administered through the public schools should be channeled through the U.S. Office of Education and thence through the state and local departments of education, and that these programs should be administered with a maximum of local control. Any other programs operating in the schools should be integrated into the regular school curriculum and should be administered as outlined above.

4. Federal Aid for Education

a. We believe that it is necessary for the Federal government to appropriate funds to supplement those funds raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the Federal government should go to public tax-supported schools only.

b. We believe that Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring (1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific

formula for apportionment; (2) maximum local and minimum Federal control; and (3) encouragement to the states to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

c. We believe that Federal funds should be appropriated to give aid in the construction of school buildings, after competent, approved surveys.

d. We believe that Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

e. We believe that Federal funds should be used to provide, through the U.S. Office of Education, for adequate programs of health and physical fitness for children and youth.

f. We believe that Federal funds should be used for such programs of adult education as affect the welfare of children and youth.

5. Vocational Education

We recommend the increased control of vocational education by state departments of education, so that vocational and general education may be effectively integrated.

- When the first Federal funds for vocational education were appropriated, boards were set up at Federal and state levels that did not include school people, and the vocational program was carried on under the authority of those boards. Only rather recently has vocational education been put into the hands of the U.S. Office of Education, where the amount of funds appropriated for it is large in proportion to those allotted to the other services of this agency.

6. Merit System

We recommend the extension of the merit system for civil employees, both state and national.

- The interest of the National Congress in the application of the merit system lies in our desire to see child welfare services administered by people qualified to do so rather than by political appointees who change with every administration.

7. Disposal of Surplus Materials and Supplies

We believe that unneeded educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

II. ACTIVE PROGRAM

Child Labor

We support:

- Ratification by the states of the child labor amendment.
 - Eight more states must ratify this amendment before it can become a law.
- Such Federal legislation as will give necessary protection to child workers, with special emphasis on the establishment of:
 - A basic minimum age of 16 for employment
 - A higher minimum age for employment in hazardous occupations
 - A minimum wage provision for minors

Adequate Support for Certain Federal Offices

We support adequate appropriations for the following Federal departments, offices, and agencies:

- By "adequate appropriations" we mean that we support the recommendations of the U.S. Bureau of the Budget, which investigates the requests of each department carefully every year at the time that the budgets are being recommended.
- U.S. Office of Education (including a division of creative arts and a radio division), Federal Security Agency
 - Plans had been made for a complete reorganization of the Office of Education if the \$616,000 recommended by the late President Roosevelt and the Bureau of the Budget had been added to the regular appropriation given this office. The House refused to take such action, but the Senate granted an increase of \$100,000 to launch reorganization, with the request that this sum be used to stress elementary and secondary educa-

tion. The Senate also appropriated \$15,000 to be used for conferences—presumably to set up a proposed Citizens' Federal Committee on Education. The president of the National Congress has been asked to serve on this committee. The House, after a conference committee had been appointed, agreed to the total appropriation. Of this amount, \$90,000 is to be used for salaries and the remainder for general expenses.

2. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture

- Additional appropriations were given this bureau last year to be used for research in the field.

3. Children's Bureau, U.S. Department of Labor

In addition to appropriations for regular divisions of the Children's Bureau, we urge adequate appropriations for emergency maternal and infant care for the wives and babies of servicemen, without any hampering restrictions that may deny the Children's Bureau the right to set standards for medical service.

- Added to health and other welfare services for children, the Children's Bureau, through its industrial division, is charged with the duty of administering the child labor enforcement provisions of the Fair Labor Standards Act. The appropriations for this division have recently been so restricted that the staff is not adequate to do its job well. It is for these appropriations that we must work hardest.

4. Federal Extension Service, War Food Administration, U.S. Department of Agriculture

- It is from the funds of this service, matched by state and county funds, that our county home demonstration agents are paid.

5. U.S. Public Health Service, Federal Security Agency

- Funds from the U.S. Public Health Service are sent into the states for health programs of all kinds, as well as for venereal disease control, for better sanitation, and so on. Under the provisions of a bill supported by the National Congress and passed by the Seventy-eighth Congress of the United States, a division of tuberculosis and tuberculosus control was established in the U.S. Public Health Service.

6. Food and Drug Administration, Federal Security Agency

- The Food and Drug Administration administers the Pure Food and Drug Act for which the National Congress worked so many years.

Safety

We support legislation for the development of a postwar highway program designed to facilitate safe and economical transportation.

- An act embodying these principles was passed in the last session of Congress, with a large appropriation. Since these Federal funds must be matched by state funds, it is important that state plans for this post-war highway program be formulated and money set aside for this purpose.

Farm Security

We support the continuance of the basic principles of farm security, including supervision and guidance services to families, in whatever agency into which this program is put.

- We support this program because it enables families with children to borrow money for buying and equipping farm homes. Under its rules, supervision, and guidance, many families of tenant farmers or sharecroppers are made self-reliant and self-supporting homeowners. Thus the program enables the children in such families to have better schooling, better food, and better health. In addition, it is a program that contributes a much needed surplus food supply to the nation.

Specific Legislation

1. We support S.181 (Thomas-Hill) and H.R.1296 (Ramspeck), companion bills.

These bills have the same provisions, with a few minor changes, as S.637 and H.R.2849 of last session. The major change is that in S.637 the \$200,000,000 appropriated annually on the basis of average daily attendance is, in the new S.181, appropriated annually only until one year after the President and the Congress, by concurrent resolution, shall declare the emergency due to the war to have ceased. The additional \$100,000,-

- 000, distributed on the basis of need, continues as an annual appropriation.

- Hearings have been held on both bills, but no report has yet come from either Senate or House committee.

2. We support S.962 (Russell-Ellender) and H.R.3143 (Flannagan), companion bills providing for a permanent school lunch program.

- These are the best bills ever introduced for a permanent school lunch program. They give appropriations in two titles to the U.S. Department of Agriculture and the U.S. Office of Education. They do not bypass school authorities and do give local autonomy. H.R.3143 was rewritten by the House committee and is now H.R.3770. It is not as good a bill as H.R.3143 but will, if passed, represent a gain for educational agencies.

3. We support S.63 (Vandenberg) and H.R.1648 (Dondero), companion bills for a proposed amendment to the Communications Act of 1934 that would make it unlawful for any person or persons representing any group or organization to ban the broadcasting of any noncommercial, educational, or cultural radio programs presented by academically accredited and tax-exempt educational institutions.

Aimed to break James C. Petrillo's strangle hold on educational music broadcasting, this bill passed the Senate in February but is still before the House Committee on Interstate and Foreign Commerce.

4. The Board of Managers at its 1944



Last month's bulletin carried an account of the Workshop on Home-School Cooperation held at the University of Iowa, June 14-19. Pictured here are the P.T.A. representatives, students, and Iowa faculty members who made the meeting a gratifying prelude to many such working conferences in the future.

fall meeting voted to allow the emergency program committee on legislation to support a Federal housing bill. Such a bill is now in the process of being drafted, and if it is approved by the president of the National Congress, the first and second vice-presidents, the chairman of Home and Family Life, and the chairman of Legislation, it will have our support.

5. Compulsory Peacetime Military Training

a. *We oppose any bill providing for the drafting of seventeen-year-old boys for military service until more effective use is made of available man- and womanpower.*

b. *We oppose any measure committing the nation at this time to a program of postwar military training until a comprehensive program of national preparedness has been formulated and a majority of our men and women in service have returned to this country.*

6. Children's Bureau

We oppose any bill that would destroy the unity of the Children's Bureau as an agency concerned with all the interests of childhood. A bill that would have done this, H.R.4663, was introduced in the last session of Congress, and the National Board voted in November 1944 to oppose it or any similar measure.

7. International Peace

We support legislation that embodies these two principles and proposals: (a) adequate machinery to ensure international peace and (b) full participation by the United States in the establishment and maintenance of an organization dedicated to this end. Therefore we support:

a. The proposals of the United Nations Conference at San Francisco for a world charter

- The charter was ratified by the Senate on July 28 by a vote of 89-2.

b. The Bretton Woods Agreements (S.540 and H.R.2211)

- This legislation has passed both House and Senate and is on the way to Europe for President Truman's signature.

c. Proposals for the establishment of an International Office of Education and full U.S. participation in the organization of such an office

- Both House and Senate have passed resolutions on these proposals.

d. Renewal and expansion of the Trade Agreements Act, which expired June 12, 1945, provided for in H.R.2652

- This act was renewed on June 20 and has received the President's signature.

e. The Food and Agriculture Organization of the United Nations (FAO) and U.S. membership in this organization

- A bill providing for the FAO has passed both House and Senate and is on its way to the President for signature.

f. Legislation providing for treaties to be ratified by a majority vote of both Senate and House rather than by a two-thirds vote of the Senate, as required at present

8. Price Control

We continue to reaffirm our resolution of September 1942 "to support in all practicable ways efforts that are being made to forestall inflationary trends," and we recommend that the National Emergency Price Control Act be continued without weakening amendments for the duration of the emergency. This act has been continued for a year and money appropriated for its administration.

9. We support S.191 (Hill-Burton), a bill to amend the Public Health Service Act so as to authorize grants to the states for surveying their hospitals and public health centers and for the planning and construction of additional facilities.

- This bill is the first recommendation made by the Subcommittee on Wartime Health and Education of the Senate Committee on Education and Labor, which held many hearings throughout the United States. It has the support of the U.S. Public Health Service, the American Medical Association, and the American Public Health Association.

10. We support S.1160 (Pepper) and H.R.2550 (Priest), companion bills that call for the establishment of a Federal program to achieve approved methods and facilities for the prevention, diagnosis, and treatment of mental illness, and also provides for the establishment of a National Neuro-psychiatric Institute in the U.S. Public Health Service.

- This bill has the approval of the U.S. Public Health Service.

11. We support S.1099 and H.R.3412 and H.R.3414—the House bills identical and the Senate bill a companion one—which propose "to amend the Public Health Service Act so as to provide assistance to states in developing and maintaining dental health programs and for other purposes."

- These bills were introduced at the request of the American Dental Association and have the approval of the U.S. Public Health Service.

12. We support legislation that will extend the benefits of social security to the employees of such organizations as the National Congress of Parents and Teachers.

- The Executive Committee voted to go on record as supporting the extension of the Social Security Act to include such organizations as the National Congress; it also voted to include this item in our active legislation program. An amendment to the act that provides such extension is now before Congress. If its text is in line with our policies and if it is approved by our emergency committee, it will be placed on our program by number, and information will be sent to members of the Board of Managers and to state chairmen of legislation.

III. INACTIVE PROGRAM

Measures for Which No Legislation Is Pending at Present

1. We support measures to abolish the compulsory block-booking and blind selling of motion picture films.

2. We support the general trend toward grade labeling of products, and we oppose the selling by grades of products that cannot be packed by grades.

3. We support a bill similar to S.1670 of last session, providing appropriations for the extension divisions of state universities and land-grant colleges. S.1670 was approved last summer by vote of our emergency committee on legislation and ratified by the National Board on November 30, 1944.

Breakfasts for Room Mothers

Because room mothers are potential leaders in any local unit, the Colin P. Kelly P.T.A., Compton, California, has been conducting a series of monthly breakfasts for this group of members. These occasions have done much to stimulate an active interest in all phases of P.T.A. work and to keep the whole unit "strong, united, and congenial."

The Baxters WILL BE BACK!

THE Baxters will soon be coming to our homes again! Early autumn will bring a new series of the adventures of this friendly, lovable family. When the first fall program goes on the air we want it to have a larger listening audience than ever before, for the Baxters are really "our P.T.A. family."

Marge and Bill will be meeting the inevitable troubles that crop up in all families these days, while Janie, Bud, and Sandy will be embarking on sparkling new phases of their dynamic young lives.

Let's make sure that all parents and teachers really know about the program. We can be proud that our organization merits such a radio presentation over a national network. Here, then, are some ways in which local units can get ready for the fall presentation of a weekly radio program of which we are the sponsors:

1. Canvass your membership to find out how many persons listened regularly to the program last year and plan to resume listening this year. Then through telephone or personal calls, try to reach all other members who can be added to this year's listening audience. Inform your local NBC radio station of the interest in the program.

2. Make sure that local stations which carried the program last year are planning to continue. (All NBC stations will be notified about the program by the National Broadcasting Company.)

3. If your local station did not carry the program last year, do all in your power to persuade the management to add "The Baxters" to its schedule.

4. Confer with the station director regarding the possibility of making a transcription of the program for later use, in the event that previous commercial contracts conflict with the time of the original broadcast.

5. Launch a community-wide campaign of publicity about the program.

- Enlist the aid of all cooperating agencies in informing their memberships about it.

- Send notices to all newspapers.

- Prepare a typed, printed, or mimeographed announcement of the program and distribute it to all townspeople.

- Suggest that social workers, clergymen, policemen, and others with civic responsibilities listen to the program.

- Announce the broadcast at the first few meetings of the P.T.A. and remind your membership from time to time about the program. Topics for group discussion might occasionally be built around some of the same questions and problems that confront the Baxters.

- Secure the cooperation of the schools in publicizing the broadcast. The art depart-

THE NINTH AMERICAN EXHIBITION OF EDUCATIONAL RADIO PROGRAMS

IN RECOGNITION OF OUTSTANDING EDUCATIONAL VALUE AND DISTINGUISHED RADIO PRODUCTION

PRESENTS THIS

HONORABLE MENTION

IN THE NATIONAL ORGANIZATION CLASSIFICATION FOR A PERSONAL AND FAMILY LIFE PROGRAM TO

NATIONAL CONGRESS OF PARENTS AND TEACHERS

FOR THE PROGRAM SERIES

THE BAXTERS

THE INSTITUTE FOR EDUCATION BY RADIO

THE OHIO STATE UNIVERSITY

1945

W.W. Martos
Honorary Director



I.K. Keith Taylor
Director

THE National Congress is proud that our 1945 radio program, "The Baxters Carry On," received a citation for honorable mention at the Ninth American Exhibition of Educational Radio Programs. In May at the dinner session of the Executive Committee, Judith Waller, director of public service in the Central Division of NBC, presented the award to our organization.

ment might make attractive bookmarks carrying the title, station, time, and day of the broadcast. A program review by the journalism class and a bulletin board display in the library are other ways in which the schools can help to make the program known to everyone.

Watch the *National Congress Bulletin* and *National Parent-Teacher* for announcements and additional information. Every time we add a listener to the Baxter program, we're giving more than enjoyment—we're giving enlightenment about many wartime problems that are everyone's concern.

Membership cards are distributed from the state congress office—not from the National Office.

ARE YOU DOING YOUR SHARE?

President Truman urges every American to conserve food throughout the present emergency in order to supply our tremendous military requirements and to help liberated peoples regain their strength and rebuild their countries. "There can be no lasting peace in a hungry world," the President points out, and he calls on each of us to swell the nation's food supply by:

1. Growing larger and better gardens.
2. Preserving food at home or in a community canning center.
3. Conserving food in every possible way.

"With millions of American men and women dedicated to this task, our food will make a real contribution to the final victory and the peace," concludes the President.

Are you doing your share in the food program?

